

SINGLE EQUALITIES POLICY AND PLAN

Approved: March 2016

Review Date: Spring 2018

Introduction

This document forms our combined equalities policy and plan and is designed to communicate the following:

- Our Diversity statement
- Our legal responsibilities in terms of race, disability, gender & gender reassignment, pregnancy & maternity, age, religion or belief and sexual orientation
- Our particular provision for Special Educational Need
- Our intention to promote community cohesion
- Our response to recent legislations
- Our desire to fully meet statutory requirements
- An overview of some actions we have taken to date
- Our Single Equality Plan

As a school we are committed to equality and diversity and we recognise the importance of making sure our policies, procedures and the way we run the school are barrier free.

We have incorporated all policies into a Single Equality Policy and Plan to create a coherent framework for promoting diversity and equality within the school. The purpose of this document is to show how our school is going to promote equality for disabled pupils, staff, parents and the wider community. We believe in treating everyone fairly and we are committed to creating an environment in our school which is appropriate and accessible to all.

We aim to encourage and listen to the views of all stakeholders in developing the work of our school. We recognise that equality will only be achieved by the whole school community working together - students, staff, governors, and parents / careers. All school staff and members of the schools community have a responsibility to treat everyone fairly and to promote arrangements for people with disabilities.

The National and legal context

The Equality Act 2010 which came into force in April 2011 has brought together all the current discrimination laws into one. All schools have duties to promote race, disability and gender equality. Schools also have a duty to promote community cohesion, developing good relations across groups within the community.

The 3 aims of the general duty are:

- To eliminate unlawful discrimination, harassment and victimisation by removing or minimising disadvantages suffered by people due to their protected characteristics.
- To advance equality of opportunity between people who share a protected characteristic and those who do not, by taking steps to meet their needs where they are different from the needs of others.
- To foster good relations between those who share a protected characteristic and those who do not by encouraging participation in activities where it is disproportionately low.

The School Context

The achievement of students is tracked and analysed by race, gender and disability and the data will be used to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment that embraces respect for all. At The Kingsmead School, we believe that diversity is a strength and as such should be celebrated by all who learn and teach here.

All students on the Special School Roll have an Education and Health Care Plan (EHCP) or statement of special educational needs which will be converted to an EHCP over the next two years. Students who are on the roll of the PRU or are referred to our hospital/medical provision or ECP will have a range of social, emotional and mental health/health needs.

The Kingsmead School currently operates on six sites school across Derby City and students are placed in our provision from all areas of the city. Due to the nature of our school the profile of our school is never static. We generally have an ethnic mix of students that is representative of the local context and although we have students of both genders on roll boys usually outnumber girls. There are a significant number of students eligible for pupil premium.

The Kingsmead School strives to ensure that all students have an equal chance to make good use of the education the school offers. It has strong links and partnerships with a range of providers and other agencies and where possible develops links with the local community to support students in securing the best economic future and to take full advantage of their opportunities in society. Our local community is hard to define as our students come to us from all over the city and our work is sited in different bases across the city, however as a school we will, on every occasion, actively demonstrate within 'the community' our opposition to any form of discrimination and negativity against students and people within the community because of their ability, social backgrounds or individual differences. Community cohesion will always be promoted.

The school aims to foster positive attitudes, behaviour and tolerance towards sexual orientation, race, ability or disability, religion or belief, age and gender or gender assignment. We ensure, as much as we reasonably can, that all members of the school have a positive self-image.

Equality in Policy and Practice

The following principles must inform and guide work across the whole school and apply to all stakeholders- students, staff, governors, parents and community members.

- to provide and improve equality and excellence for all to promote the highest possible standards
- that every individual within our learning community should be given equal opportunity to achieve and succeed.
- To provide a wide range of learning experiences and development opportunities for all students and staff

Access to our policies and guidelines is currently through the school website. Policies are regularly reviewed in line with the schools policy review schedule and at review all aspects of equalities are considered and reviewed to ensure compliance with legislation.

Opportunity to offer an opinion is made available through a range of established routes, including direct contact with keyworkers and staff; pupil voice activities; staff and parent questionnaires and through other direct contact with the school.

Leadership, Management and Governance

The Governing body is committed to meeting its duties under the Equality Act 2010 and aims to follow the good practice set out within the statutory codes of practice and guidance which support the legislation. While the governing body has overall responsibility to ensure that equality is promoted throughout the organisation, it is the responsibility of all staff, including those helping on a voluntary basis, to promote equality.

The governing body recognises that all staff need to be aware of, and understand, their responsibilities regarding equality legislation and guidance. The governing body recognises that discrimination may occur on more than one of the grounds at the same time and that equality of opportunity cannot be achieved by treating all people alike. The governing body acknowledges that it has a key leadership role in promoting equality and community cohesion and recognises the need to work with school staff and partner organisations, including the local authority.

Policy planning, implementation and review

The governing body will endeavour to ensure that all relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work.

All staff are encouraged to contribute to the formulation, development and review of policy documents. The school ensures the involvement of governors and, where appropriate, takes steps to enable the contribution of pupils and their parents/carers and other relevant parties.

All policies, procedures and strategies are regularly monitored, reviewed and evaluated for their effectiveness in promoting equality. As further equality requirements come into force policies, procedures and strategies will be monitored, reviewed and evaluated for their effectiveness in fulfilling the requirements of new legislation.

Outcomes of monitoring and assessment will be reported to the governing body and other key partners. Members of the school community will be kept informed of Equality and Diversity initiatives being undertaken.

Admissions, attendance, behaviour and exclusion

Admissions to our Special school are through the LA SEN processes, and to the PRU through the Secondary Placement Panel (SPP). Referrals to hospital and medical provision or to the Enhanced Care Programme (ECP) are through SPP or other routes. In the case of all admissions and referrals we do not discriminate on the grounds of race, gender or disability.

The school's procedures for managing behaviour are fair and applied equally to all. However, it is recognised that social/cultural background and other personal factors may affect behaviour. The school takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and sanctions. Where possible we seek to find alternatives to fixed term exclusions and we have never permanently excluded however for all exclusions there is a right to appeal in line with current legislation.

Exclusions and attendance are monitored and evaluated resulting in effective action taken in order to identify trends and therefore reduce gaps between different groups of pupils.

Absence is always followed up by appropriate personnel. Those involved in this work are aware of and sensitive to community issues. There are strategies to reintegrate long-term truants and excluded pupils, which address the needs of all pupils.

Students, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour which is racist, sexist, homophobic or potentially damaging to any group is always unacceptable.

Appropriate reasonable provision is made for leave of absence for religious observance for pupils and staff. This is included in the planning of school's academic calendar.

Disability

The Disability Discrimination Act 2006 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'

The school makes every reasonable adjustment to accommodate disability to ensure that all can access education. Changes, where necessary and reasonable, are made to ensure that access to provision is available.

Pregnancy, maternity and parenthood

Any student who falls pregnant during their statutory education years will be supported to complete their education. The school has a protocol which clearly sets out how we will support a student who becomes pregnant, both in school, during their maternity leave and to encourage them back into education after the birth. This includes the roles of key staff, school health and other partners.

In addition the school always considers how best to support any student who faces the prospect of becoming a young father.

The School Curriculum

At The Kingsmead School we aim to maximise the potential of all members of the school to the fullest possible extent. Curriculum planning takes account of the needs of all students and considers them in relation to the various equality strands. The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds and prepares them for the next stage of their learning journey and to take their place in the world of today.

The curriculum builds on students' starting points and is differentiated accordingly to ensure the inclusion of gender; pupils' learning; language; pupils from minority groups; pupils who are gifted and talented; pupils with special educational needs; pupils who are disabled; pupils who are looked after; those who are eligible for pupil premium and pupils for whom there are a range of other identified vulnerabilities. .

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils. The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

Extra-curricular activities and special events aim to cater for the interests and capabilities of all pupils.

The school will try to reflect due regard towards parental preferences and concerns but not at the expense of equality.

Teaching and curriculum development are monitored to ensure high expectations of pupils from all groups.

Teaching and Learning

All pupils have access to a broad and balanced curriculum in accordance with DfE guidelines.

Delivery and support staff ensure that the learning can take place in an inclusive environment in which pupils feel safe, included and their contributions are valued. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem-solving tasks.

Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under review and may, where appropriate be analysed by equality indicators. Delivery and support staff encourage pupils to become independent and to take appropriate responsibility for their own learning.

All staff challenge stereotypes and foster pupils' critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experience and backgrounds of the range of people living in the UK. They celebrate diversity and challenge stereotypes in curriculum areas and also other activities across the school. These are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

There is a value in using resources that are biased if that bias is indicated to the pupils – these can be used to raise awareness. However, staff should take care not to misrepresent people and countries through historic, cultural, social and economic relationships.

Personal development and pastoral care

All elements of our pastoral care takes account of disability, gender, religious and ethnic differences, and the experiences and particular needs of people living in a diverse society. The school provides support for EAL students and encourages them to use their home and community languages where appropriate. Where a strength and interest in a home language is detected and applicable, students are encouraged to pursue a qualification in this language.

All pupils are provided with appropriate careers advice and guidance [IAG]. Any work experience or providers of alternative provision are asked to demonstrate their commitment to equality principles. Placements are monitored to ensure compliance.

Support is given to victims and perpetrators of harassment and unacceptable behaviour and external agencies are involved, where appropriate.

Data, including that relating to disability, ethnicity, gender and SEN will be used to monitor the attainment, progress and the well-being of pupils, and, where appropriate, targets will be set to address any identified inconsistencies.

The school will endeavour to use monitoring data, including that relating to disability, ethnicity, gender and SEN, to monitor admissions, attendance, exclusions and the use of sanctions and rewards. Analysed results will be used to inform planning and decision-making.

Attainment, progress and assessment

Staff have high expectations of all pupils and they continually challenge them to reach their full potential despite the many barriers they face.

The school recognises and values all forms of achievement. The monitoring and analysis of pupil performance by special educational needs, gender, those on pupil premium, those who speak EAL, ethnicity, disability and other social/cultural indicators enables the identification of groups of pupils where there might be patterns of underachievement. The school considers what action is needed to counteract this and implements strategies to narrow gaps in under performance.

Staff use a range of methods and strategies to assess pupil progress. The school ensures, where possible, that assessment is free of gender, racial, cultural and social bias. Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress giving all pupils full opportunities to demonstrate what they know and can do and, therefore, to benefit from the process

Partnership with parents and the community

The school endeavours to provide information material for parents in accessible, user-friendly language and also translated in the parent's language where applicable.

All parents are encouraged to participate in the full life of the school. Information and meetings for parents are made accessible for all as much as is reasonable and possible. Translators for main languages are provided where needed.

When appropriate the school will take steps to encourage the involvement and participation of parents who find it difficult to engage with the education system.

The school works in partnership with parents and the community to address specific incidents and to develop positive attitudes to diversity.

The school's premises and facilities are available for use by all groups within the wider community.

Staffing: Recruitment and staff development

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment. All appointments and promotions are made on the basis of merit and in compliance with the law. We are concerned, where possible, that staffing reflects the diversity of the community.

We need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within the workforce.

Equality aspects relating to race, religion or belief, gender, disability, gender reassignment, sexual orientation, pregnancy & maternity and age are considered where appropriate when making appointments, changing staffing structures or allocating responsibilities, to ensure decisions are not discriminatory.

Stes are available for all staff members to support their practice in relation to this plan. The school will ensure that staff and governors are able to access the appropriate levels of support and training necessary to ensure that they are aware of contemporary equality practices and procedures. Staff receive appropriate training to enable them to deal effectively with bullying and discriminatory incidents.

Principles into Practice

In order that these principles can be embedded in all aspects of the school community, we will ensure that:

- All stakeholders are aware that harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment
- appropriate CPD is available for teaching and support staff to ensure that they feel confident to deal with discriminatory incidents: know how to identify and challenge prejudice and stereotyping, and can support the full range of diverse needs according to pupils' individual circumstances
- courses and examination syllabuses are regularly monitored
- opportunities for community language accreditation are explored
- closer links are developed with students' homes and the community
- groupings of students are constantly reviewed to ensure no student is disadvantaged

- people from a wide range of backgrounds are actively encouraged to contribute to the school life through such groups as working parties and the governing body
- there is wide consultation on approaches to Equal Opportunities issues and detailed guidelines published.

What is a discriminatory incident?

Harassment on the grounds of race, gender, disability, sexual orientation or other factors, can take many forms including verbal, physical abuse, name calling, exclusion from groups of activities, unwanted looks or comments, jokes or graffiti. A racist incident is defined as "any incident which is perceived to be racist by the victim or any other person"

Types of discriminatory incidents that can occur:

- Physical assault because of race, gender, disability or sexual orientation
- Use of derogatory names, insults or jokes
- Ridiculing an individual because of race, gender, disability, age or sexual orientation
- Racist, sexist, or homophobic graffiti
- Provocative behaviour such as wearing racist, sexist, or homophobic badges or insignia
- Bringing discriminatory material into school
- Verbal abuse or threats
- Incitement of others to discriminate or bully due to race, gender, disability or sexual orientation
- Attempts to recruit others to discriminatory organisations or groups
- Refusal to cooperate with others on grounds of race, gender, disability or sexual orientation.
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PERFORMANCE INDICATORS

- Incidents of racism, sexism, homophobia and other bullying
- Monitoring records from the staff appointments process
- Annual report to Governors on the operation of this policy

The Kingsmead School Equalities Plan 2016 - 2018

Action	How will it be monitored	Key staff	By when	Success Indicators
Publish and promote the Equalities plan through the school website, staff bulletin, governors communications etc	Feedback from governors, staff, parents/carers	SLT	April 2016	All stakeholders are aware of the policy
Policy to be reviewed/updated in Spring 2018 or sooner if required	Practice matches policy – through all QA processes, including governors visits	SLT/Governors	April 2018	Staff adhering to the principles of the policy
Monitor and analyse pupil progress by race, gender etc and act upon any trends that indicate additional support may be required	Data analysis, feedback from staff, governors tracking and other QA processes	SLT/Governors/all staff	Ongoing	Identified trends identified, reported, and strategies to address issues discussed and acted upon
Further develop curriculum to promote diversity	Annual curriculum review processes, including review of accreditation	SLT/Heads of subject/all staff	Ongoing	Diversity inherent within all curriculum areas
Continue to celebrate cultural events and cultural diversity throughout the school year to raise student awareness	SMSC tracking system, photographic/video evidence, website, displays etc	SLT and all staff	Ongoing	Pupils raised awareness and engagement

SIGNED



Headteacher

March 21 2016

SIGNED



Chair of Governors

March 21 2016